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AUTHOR Kulik, Chen-Lin C.; Kulik, James A.
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ABSTRACT

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT:

Except for high-ability students in honors classes, ability grouping has little significant effect on learning outcomes, student attitudes toward subject matter and school, and self-concept. The differences that are found in grouped classes are all positive, however slight, and there is no evidence that homogeneous grouping is harmful.

LEARNING OUTCOMES. In general, students who are grouped in classes according to academic ability outperform nongrouped students only slightly. However, students in gifted and talented programs perform better than they would in heterogeneous classes. In contrast, students in classes for the academically deficient perform neither better nor worse than they would in a mixed-ability class. The effects in multi-track, as opposed to mixed, classrooms are also negligible. ATTITUDES. Students who are ability-grouped for a particular subject, such as mathematics or English, have a better attitude toward the subject. There is very little difference between grouped and ungrouped students in their attitudes toward school. SELF CONCEPT. The effects of grouping on self-concept are positive but minor. ASCD's Research Information Service will help ASCD members locate sources of information on topics related to curriculum, supervision, and instruction. Send your specific question in writing to Research Information Service, ASCD, 225 N. Washington St., Alexandria, VA 22314. (Author)

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Highlights from Research on Ability Grouping

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